

# **LA RAZA** **ADELANTE** **LA RAZA** **ADELANTE**

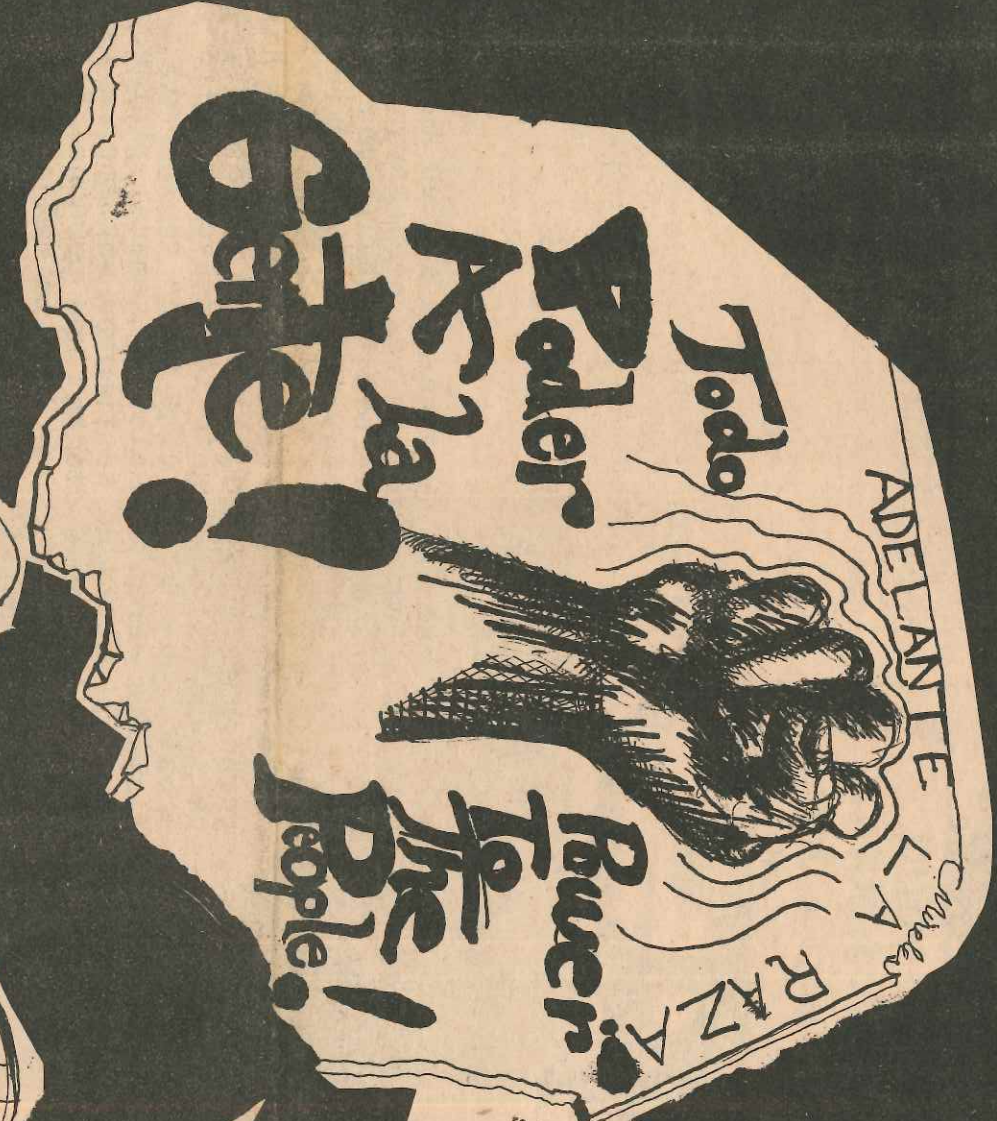
LA RAZA, INC. 1825 N. McDONALD ST. APPLETON, WIS. 54911  
 OCTUBRE 72

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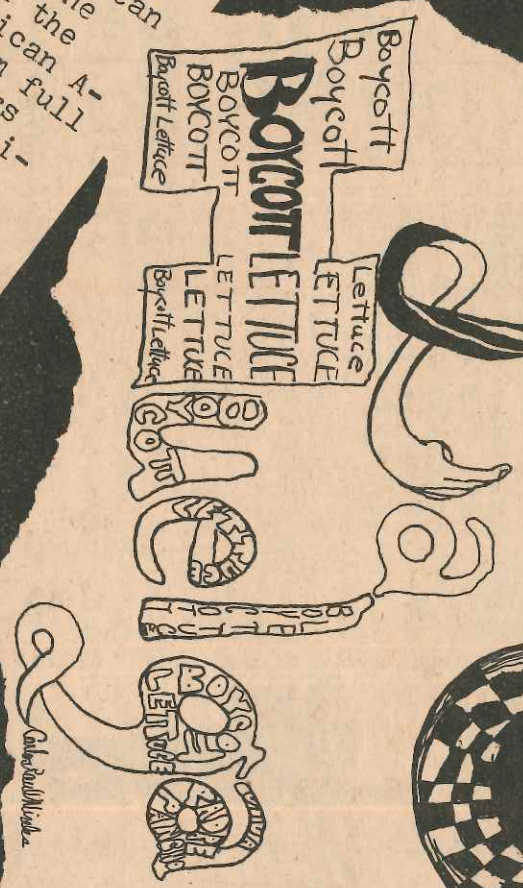
"Mexican Americans are not like other Americans who are largely ethnic groups of immigrants who came to this country from across the oceans cutting their ties with their homelands... the earliest Mexican Americans did not come to this country at all. Rather, it was with people following the acquisition of the southwest by the United States."

... introduction to a report of the U.S. Commission on Civil Rights.

# #



ADELANTE



"The dominance of Anglo values is apparent in the curriculum levels; in the climate which ignores or denigrates the use of Spanish and the Mexican American community in matters pertaining to school policies and practices."  
 ... extract from the letter to the President, the President of the Senate, and the Speaker of the House of Representatives from The U.S. Commission on Civil Rights on May 1972

"What a terrible irony it is that the very people who harvest the food we eat do not have enough food for their own children."

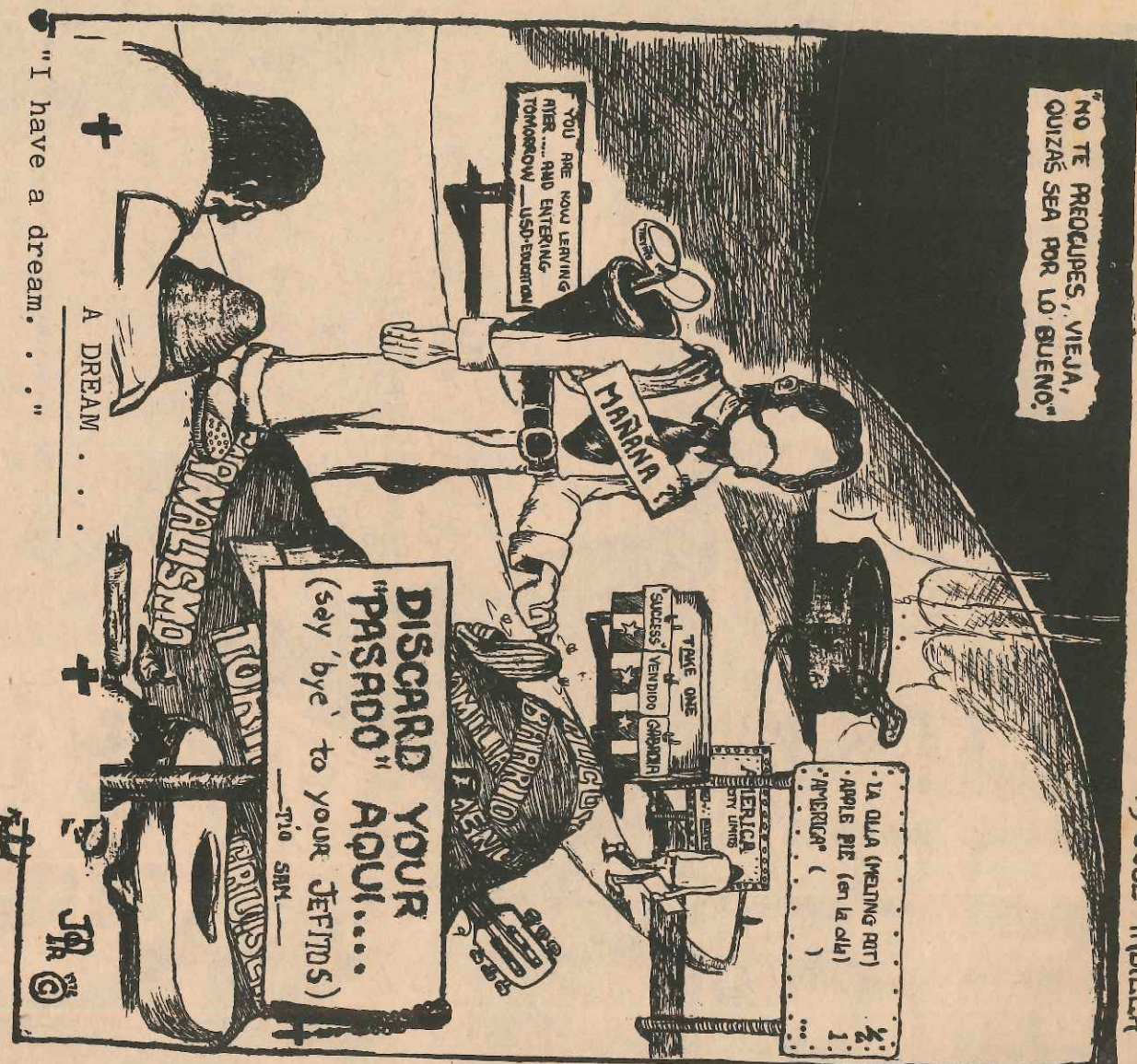
... C. Chavez

AAAAAAAAAAAAAAAAAAAAAA



# A LOOK AT LA RAZA

by José Padilla



"I have a dream. . ."

A DREAM . . .

JOE

. . . The possible dream (I hope).

I believe in faith and love and mankind--

And the latter frequently tends to fail me.

My dream, as a woman

+ is to find a place for myself--

I have a mind; intelligence I lack not,

I possess emotions; easy to feel for MAN,

I encompass the endless toils of injustice,

And stand ready to fight

as I must with the vehicle of life.

Accept me as I am.

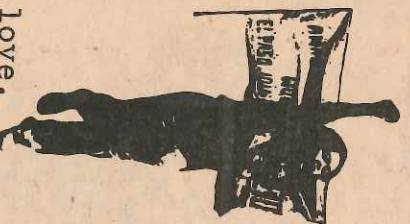
Label me not an object--

+ Use me,

Don't abuse me;

Use me for what I am--

A person with faith, hope and love.



Remember too,

LA RAZA needs not only fighters:

leaders and followers.

We need MEN and WOMEN;

+ We cannot forget that heritage from God--

LIFE. . . a dream.

October 1972

## LETTUCE BOYCOTT

October 10th: A meeting was held at LA RAZA, Inc. Office, to start on a lettuce boycott campaign in Central Wisconsin. Areas represented: Green Bay, Stevens Point, Oshkosh, Kaukauna, and Appleton. For information, concerning pledges, picketting activities, etc., please contact area coordinators:

Sr. Ann Kilkelly  
1408 Ellis St.  
Stevens Point, Wis.  
PHONE: 344-4125

Susan Mueller  
1919 S. Behm C  
Appleton, Wis.  
PHONE: 739-970

Marianne Diericks  
824 Crooks St.  
Green Bay, Wis.  
PHONE: 432-0257

Dianne Cusatis  
1908 N. Racine  
Appleton, Wis.  
PHONE: 731-188

CHICANOS UNIDOS  
Cultural Center  
UW-0 Algoma Blvd  
Oshkosh, Wis.  
PHONE: 424-1234

Pat McCarty  
601 W. Wilson  
Kaukauna, Wis.  
PHONE: 766-1256

TO: Mr. Stamp,  
Mr. Kaskey,  
Outagamie Social Services

DATE: October 12, 1972

In our meeting in June you stated that a Spanish Speaking person was necessary in your department and you agreed to do all you possibly could do to remedy the deficiency in your department.

Hoy dia, el 12 de octubre, todavía no ha hecho nada. UMOS facilito un trabajador. Oscar Buentello, durante los meses de Julio y Agosto. Nuestra oficina viene recibiendo 5 llamadas durante cualquier semana, pidiendo ayuda. El 29 de septiembre enviamos a la oficina de "food stamps" una persona, Maria Anita Sanchez, durante toda la mañana, y otra, Margarita Gonzalez, por la tarde.

Ahora, en octubre, hubo tres vacantes en el departamento, dos "interviewers" y una caseworker y ningún Chicano fue aceptado para sus posiciones.

Mr. Stamp, Mr. Kaskey, ustedes dicen que quieren; que hacen todo lo posible. . . mentiras! Ustedes discriminan y no les importa las necesidades de LA RAZA y tienen el mismo juego con nuestro hermanos indios. Esto no continuará así por mucho tiempo.

*Padre Pancho*  
Padre Pancho,  
Director

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ADELANTE RAZA!  
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- 1825 N. McDonald Street
- Appleton, Wisconsin 54911
- Phone: 739-7750

ADELANTE RAZA!



# "LA RAZA UNIDA"

Lágrimas de un niño  
Aumentan mi sufrimiento.



Risas opacas, perdidas en el silencio.  
Angustia de un hogar lleno de sufrimiento;  
Sarape que cubre mi viejo lecho,  
Amarga verdad que no la comprendo.

Uníose la fuerza, se acaba el lamento;  
Nació victoriosa LA RAZA de un pueblo.  
Imprime su ley, está en acecho.  
Démosle ayuda, busca igualdad y derecho,  
Amparando por siempre nuestro humilde techo.

...Sinceramente a LA RAZA Unida  
de Su amigo y Seguro Servidor,  
Oswaldo Luis Fernandez,  
Kenosha, Wis.  
8/20/72

## YOU CAN HELP



On September 24, LA RAZA UNIDA, Racine, Wisconsin, organized an afternoon of awarness and unity. A variety of speakers were invited to address the Memorial Hall audience. Local and national situations were discussed by:

Viola Gonzalez, hablando de la mujer Chicana dijo:

"Nuestro lugar esta junto a nuestros esposos. Dejemos de estar sentadas contando chismes; Nuestro puesto esta desde luego en la casa con la mesa puesta, pero tambien en la calle apoyando a nuestros maridos." Los tiempos del adagio mexicano que dice: La mujer mejicana detrás de la puerta y con la barriga llena, ya se acabaron.

Gregorio M. Guardiola, hablo del poder del voto: "El voto es muy importante; porque es lo que entiende el sistema. El esfuerzo individual vale, pero no basta; es necesario e imprescindible el esfuerzo comunitario."

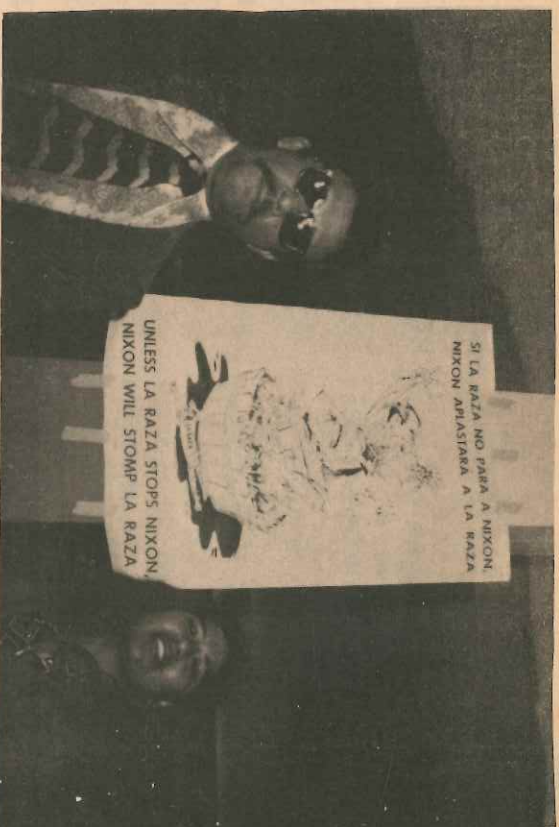
Salvador Sanchez: Tenemos que hacer algo; el mañana esta aqui. Debemos tomar acci6n apoyando a nuestros hermanos y no peleando entre nosotros mismos."



Viola Gonzales, speaking on the role of Chicano women: "Our place is by our husbands' side. Let us not sit and gossip; our place is at home in the kitchen, but more important, out on the streets supporting our loved one. The Mexican saying: 'The Mexican woman is like a gun, kept behind a door, and always loaded' can be true no longer.

Guardiola, Power of the vote: "The vote is very important; it is what the system accepts (understands). Individual force (power of one) is good, but weak. There is gain with community endeavor

Sanchez, "We must do something; tomorrow is here. We must support our brothers and rid ourselves of fights among our own people."



Señor Gonzalez, Racine, con María Anita Sánchez, iADELANTE RAZA! editor, at the meeting of LA RAZA UNIDA, Racine

# LA RAZA

NON-VIOLENCE IS MOSTLY HARD WORK

# UNIDA

Nuestro hermano Gonzalez  
Sabe que los movimientos  
se nutren en esfuerzos y  
en disgustos...



Gonzalez addressing audience at Memorial Hall, Racine.

Otros, como Esmeralda Gonzalez y Alfredo Zamora hablaron de nuestro despertar, el Despertar de La Raza y dijeron que: "We are on our way in the USA".

iADELANTE RAZA!





State of Wisconsin  
DEPARTMENT OF INDUSTRY

LABOR and HUMAN RELATIONS

WISCONSIN STATE EMPLOYMENT SERVICE

A new computerized job placement system that will supply updated job vacancy listings daily to 71 locations throughout Wisconsin is tentatively scheduled to begin operation Jan. 4.

The State Department of Industry, Labor and Human Relations said its Job Bank network will include every local office of the Wisconsin State Employment Service, the Work Incentive (WIN) program, and the Concentrated Employment Program (CEP).

Philip E. Lerman, the department's chairman, said 12 other agencies in the Milwaukee area also will be incorporated into the system, including the Urban League, the American Indian Movement, the Curative Workshop, the Jewish Vocational Service, United Migrant Opportunity Services, the Inner City Development Project, and the Milwaukee County Welfare Department.

The basic principle of the Job Bank is the quick collection, through a computerized system, of all available jobs in a labor market as submitted to the Employment Service local offices by employers.

Daily listings enable a job seeker to select from whatever is available and suitable for him.

Funded by the U.S. Department of Labor, the initial pilot project in Madison and Milwaukee, which began in July of 1970, cost \$100,000.

Expansion of the system on a statewide basis initially will cost \$98,000, with yearly operating costs estimated to be \$313,000.

Lerman said that the advantages of the new system include greatly improved service to employers and applicants and faster placements. In addition the computer can be

ATTORNEY GENERAL CASES

✓1.	Elmer Robran, Walworth County	
✓2.	Chester David, Walworth County	
✓3.	Dean Kincaid Enterprises, Inc. Waukesha County	
✓4.	Ray Van Beck, Milwaukee County	
✓5.	Steve Slinger, Dodge County	
✓6.	David Schoeppe, Racine County	
✓7.	Glen Smith, Kenosha County	
✓8.	Jacob Kammerzelt, Kenosha County	
✓9.	Roen Orchards, Door County	
✓10.	Merne Gilles, Oconto County	
✓11.	Fruit Growers Co-op, Door County	
✓12.	Edwin Poehler, Door County	
✓13.	Bryon Schroeder, Oconto County	
✓14.	Curtis LaCourt, Oconto County	
✓15.	Huebner Bros. (Cucumber Heights) Waupaca County	
✓16.	Huebner Bros. (Walla Walla) Waupaca County	
✓17.	Roy Holding, Racine County	
✓18.	Richard Gagas, Portage Co.	
✓19.	Pearl Walgren, Door County	
✓20.	Albert Potts, Waushara County	
✓21.	Henry Lauritzen, Waushara County	
✓22.	Van V. Harris, Waushara County	
✓23.	Elwyn Johnson, Waushara County	
✓24.	Godfrey Bogardt, Racine County	
✓25.	Margarito Polanco (formerly Shiocton Kraut Co.) Outagamie County	
✓26.	Marks Bros. #125, Wautoma, Waushara County	
✓27.	Robert Funk, Racine County	
✓28.	John Hockiewicz, Oconto County	
✓29.	Orin Kirschenlohr (Camp #1) Adams County	
✓30.	Orin Kirschenlohr (Camp #2) Adams County	
✓31.	Merl Bacon, Waushara County	
✓32.	William Kollock, Portage County	
✓33.	Norbert Carey, Oconto County	
✓34.	LeRoy Olson, Abrams, Oconto County	
✓35.	Oliver Hansel (Camp #1) Waushara County	
✓36.	Oliver Hansel (Camp #2) Waushara County	
✓37.	Curtis LaCourt, Oconto County (2nd closing order)	
✓38.	Prosper Gosh, Portage County (#27) (preparing)	
✓39.	Ronald Nelson, Outagamie Co. (preparing)	VOIDED
✓40.	Buller Bros. (Lewisston Camp) (preparing)	
✓41.	John Jones #477, Waushara County	
✓42.	Ralph Robran #597, Waterford, Racine County	
✓43.	G. R. Kirk, #579, Wild Rose, Waushara County	
✓44.	G. R. Kirk, #364, Wild Rose, Waushara County	
✓45.	Larsen Co. #226, Brillson, Calumet County	
✓46.	Garth Towne #141, Waushara County	
✓47.	Lakeside Packing #255, Manitowoc County	
✓48.	Lakeside Packing #228, Manitowoc County	
✓49.	Amel Bannach #576, Custer, Portage County	
✓50.	Max Haviland #502, Portage County	
✓51.	Michigan Fruit Cannery #494, Columbia County	
✓52.	Michigan Fruit Cannery #493, Columbia County	
✓53.	Howard Williams, #50, Adams County	
✓54.	Fred Frater #369, Portage County	
✓55.	Edwin Yeska #154, Waushara County	
✓56.	Richard Yeska #153, Waushara County	
✓57.	E. F. Wilcox #151, Waushara County	
✓58.	Harold Gatzke, #100, Waushara County	
✓59.	Harold Gatzke, #101, Waushara County	
✓60.	Frank Poehler, #192, Door County	
✓61.	W. E. Widmann, #543, Jefferson County	

(Voided 9-25-72 by L.M.)

The above list of migrant camps was submitted to the State Attorney General's office by the Department of Labor for action as a result of camp violations this summer.

(This Page Paid For by the Employment Security Division  
of the Wisconsin DTLHR)

DEPARTMENT OF INDUSTRY, LABOR AND HUMAN RELATIONS

Please note our new address, effective November 1:

201 E. Washington Avenue  
Madison, Wisconsin 53702

Correspondence can be addressed as follows:

Employment Security Division:	
Wisconsin State Employment Service	P.O. Box 1607
Unemployment Compensation Division	P.O. Box 644
Equal Rights Division	" " " 2209
Workmen's Compensation Division	" " " "
Industrial Safety & Bldgs. Division	" " " "
Apprenticeship & Training Division	" " " "
Administrative Division	" " " "

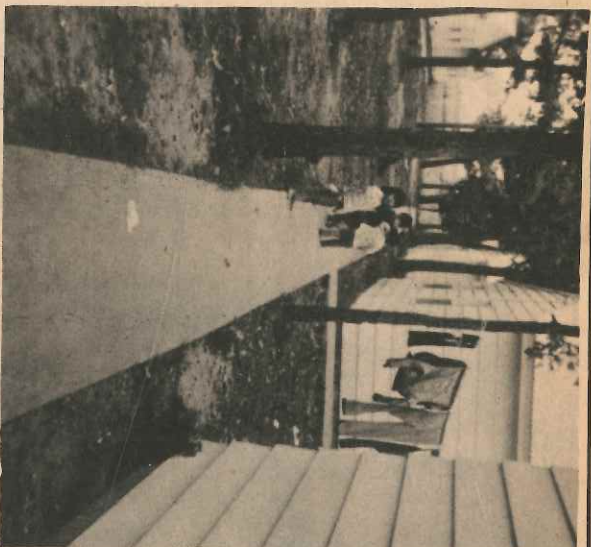
complaints: 55received  
action taken: 52

SINCE AUGUST 21, 1972

136 Inspections made  
102 Reinspections made  
625 Violations ordered  
corrected  
231 violations corrected

ADDELANTE RAZA!





Campo migrante de Oasis.

### Los valientes de McAllen.

Unos van y otros vienen.

Los trabajadores del campo que llegaron de Tejas para el verano volvieron a sus tierras en busca de sol cliente;huyendo de los frios del norte.Pero no todos--- Acaban de llegar de McAllen,Texas, mas de cien trabajadores que,a pesar del frio,lluvias y nieveestaran hasta diciembre cortando y preparando árboles de Navidad,que por tren,trailer o barco serán enviados a todas las partes del mundo.

Hay entre 15.000 y 20.000 acres de árboles de Navidad en los condados de Waushara y Portage.Con 1.000 a 15.000 árboles por acre hace una suma cerca de 30 millones de árboles.Tan solo este año se cortarán más de un millon de arbolitos.Pueden pues figurarse porque más de 100 brazos fuertes de McAllen llegan a Wisconsin en septiembre y se quedan hasta diciembre.Y dicen que no les importa el frio,porque tienen buenas casas y estufas.Sin duda ninguna es uno de los pocos campos decentes en todo el estado de Wisconsin junto con el de Montello y el de Gatzkis en Berlin.

Bienvenidos...La Raza esta a su servicio.



Trabajadores de Kirk Christmas trees.

\*

\*

### HAZANA

—Yo conocí a un hombre que atravesó el Atlántico nadando boca arriba y con dos hombres parados sobre el pecho...

—Compadre, ¿pero qué no me reconociste? Aquel hombre era yo.



FOX VALLEY TECHNICAL INSTITUTE

### 5th IN THE WORLD . . .

The U.S. ranks 5th in the world concerning numbers of Spanish speaking citizens after Spain, Mexico, Argentina and Columbia. A realistic estimate of the number of Spanish Speaking in this country is approximately 12-million people. The U.S. outranks the 15 remaining nations of the world having heavy Spanish Speaking population including Peru, Venezuela, and Chile. Yet, history, politics, sociology, economics, of all these republics are taught in our Universities while the Chicano culture, economic and history are totally ignored.

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### ETHNIC/CULTURAL CENTERS

The University System has a variety of Ethnic and Cultural Centers throughout different campuses. In some, it has become a token effort, in others, a beautiful reality. The Chicanos Unidos of Oshkosh is one example of dedication to improve and plan action. Pretty often their efforts end in frustration and anger as a result of their powerlessness originated by discriminatory and insensitive attitudes from the administrators.

Only hard work will bring change.

For how long is a University system going to ignore the history, culture and politico-socio-economics of the 5th largest Spanish Speaking group in the world? Courses are readily offered concerning every little republic of South America, while we are continually forced to demonstrate and get angry in order to initiate dialogue to create academic courses.

We, administrators, accept the foreign cultures and reject what pertains to us.

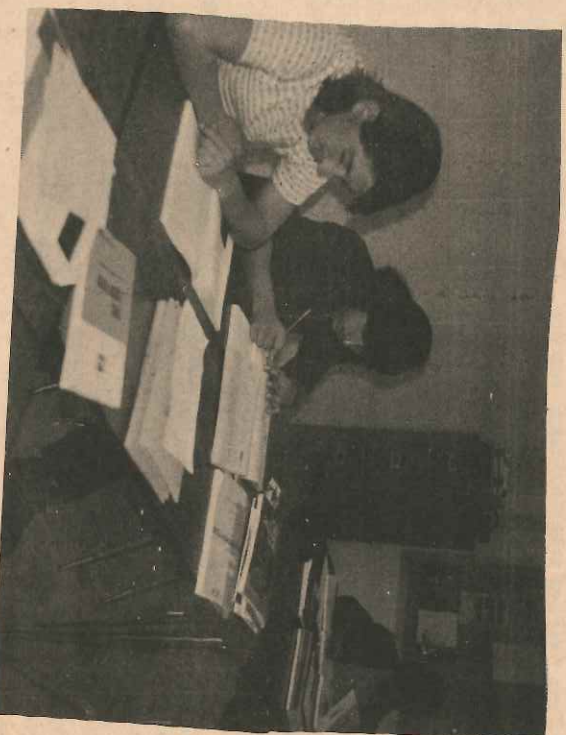
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HECHOS: 5 estudiantes cuestan 4.570 dólares en un año al gobierno federal.Estos cinco estudiantes,después de su graduación,entregarán al gobierno 11.000 dólares de taxas en dos años.La educacion es dinero para el individuo y tambien para el pueblo.

Barbara Diaz dirige un proyecto de educación en carreras profesionales en la escuela Fox Valley Tech. Inst. de Appleton y Margarito Mattinez está a cargo del proyecto de Wilde Rose,en el condado de Waushara. El Inglés,las matemáticas y otros cursos son muy importantes para el buen desarrollo del programa.Pero hay muchas maneras de aprender un idioma.Los estudiantes de Fox Valley tienen cursos en economía,derechos civiles,nutrición,salud ect. como parte integrante del proyecto.

La educación académica viene cimentada en la educación cívica,profesional y en el desarrollo de la persona. Así,el conocimiento de uno mismo-historia y cultura-son los primeros pasos,y los mas necesarios,de todo proyecto que quiera tener éxito. Nos alegramos de que el Fox VIlley y sus maestras hayan comenzado a entender de que,lapersona con bastón o muletas siempre necesitará apoyo y nunca podrá competir con la persona que camina sin apoyo externo de bastones o muletas,sino tan solo sobre sus propios pies,sobre su hombría,orgullo y determinación.



Joel De Los Santos, Eddie, Larry

+ + +  
¡ADELANTE RAZA!

-5-

October 1972



# CIVIL RIGHTS AND EDUCATION FOR THE SPANISH SPEAKING

Within the last few years, concern has been rising among Mexican Americans, Puerto Ricans, and other Spanish speaking groups over inequality of educational opportunity available to their children. For Mexican Americans and other Spanish speaking groups, the quest for equal educational opportunity involves more than desegregation and equalization of resources, important as these issues are. It also involves reversing programs and policies which work to make the native language and culture of Spanish speaking people an educational handicap.

Practices which have limited the ability of Spanish speaking students to progress educationally include: prohibition of the use of Spanish; placement of minority children in Educable Mentally Retarded (EMR) classes, not because they belong there but because they have an insufficient knowledge of English; the lack of language programs to prepare the Spanish speaking child to participate fully in the present English educational program; and failure to include Mexican, Mexican American, and Puerto Rican history and culture in the school curriculum.

Practices such as these have, in varying degrees, characterized the schools which Mexican Americans and Puerto Ricans attend. Some educators have argued that the culturally and linguistically different child must give up his native language and culture in order to succeed in life. They have reasoned that the best way to teach English language skills, and to inculcate Anglo middle class values in the Spanish speaking child, is to place him in a regular school program designed for the English speaking child. In this way, they argue, Chicano youngsters would be "forced" to learn English and "become American."

The failure of this approach is reflected in the achievement record for Spanish speaking students. The 1969 Mexican American Education Study of the United States Commission on Civil Rights shows that Chicano students are far behind Anglos in reading achievement and drop out of school at a rate about three times that of Anglo students.

During the last year and a half, this failure has also resulted in a series of confrontations between various school systems and Mexican American communities. In schools in a number of cities in the Southwest thousands of Mexican American students have walked out of classes, charging that they were victims of discrimination. Their demands fall into four major categories:

1. The implementation of bilingual and bicultural programs.
2. The hiring of more Mexican American teachers and counselors.
3. The right to speak Spanish on school grounds.
4. The right to select students for such positions as class representative, student body president, and cheerleader, through popular elections rather than faculty appointments.

Spanish speaking persons and segments of the Anglo community have begun to attack aspects of American education which threaten to destroy the cultural heritage of Spanish speaking people and prevent them from becoming productive members of this society. Significant steps have been taken to end discriminatory treatment based on language and cultural differences and to develop effective bilingual and bicultural programs. Encouraging developments also have been noted in school desegregation and in migrant education.

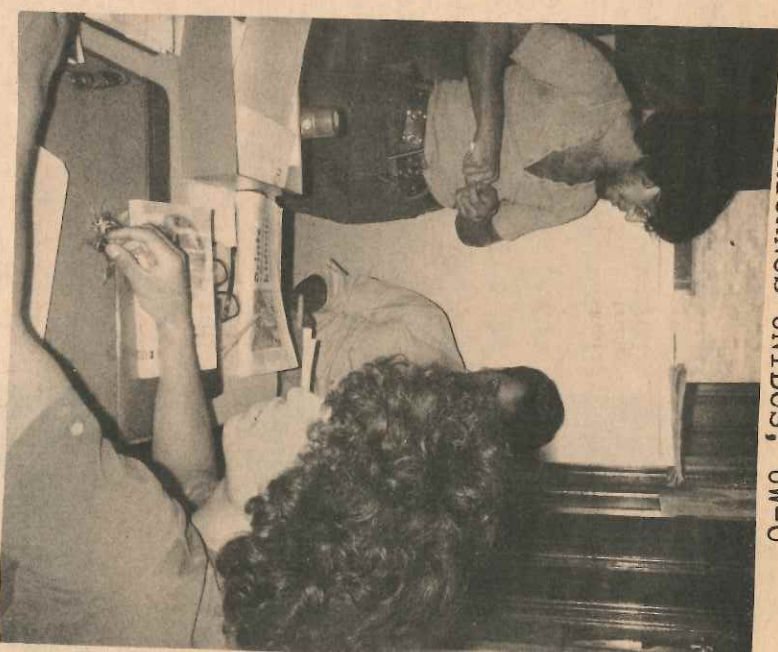
## HEW GUIDELINES

In May 1970, the U.S. Department of Health, Education, and Welfare took the first official step toward prohibiting discriminatory treatment of children with language and cultural differences. A memorandum was issued to all school districts having five percent or more national-origin minority children, clarifying responsibilities for providing equal educational opportunity. The four points in the memorandum:

- (1) Whenever language excludes national-origin children from effective participation, school districts must take steps to rectify the language deficiency.
- (2) School districts must not assign pupils to Educable Mentally Retarded classes on the basis of criteria which essentially measure English language skills; nor may they deny students access to college preparatory courses on the basis of the school's failure to teach language skills.
- (3) Any ability grouping or tracking system must be designed to meet these needs as soon as possible, so as not to operate as a dead end educational track.
- (4) School districts are responsible for notifying the parents of national-origin students of school activities called to the attention of other parents, even if it must be done in a language other than English.

Since this memorandum HEW's Office for Civil Rights has worked with community groups in developing guidelines for district compliance relative to EMR placement. As of June 1971, these specifications were in the final stages of development before becoming official HEW policy, at which time districts must be in compliance in order to receive Federal aid. The Office is now drawing up the guidelines for compliance with other points of the memorandum.

Angelo, Antonio, Jesus:  
CHICANOS UNIDOS, UW-O



Winda Johannes, FVTI (BEA  
courses), Appleton



## BILINGUAL EDUCATION PROGRAMS

Equal educational opportunity for Spanish speaking children will not be achieved solely through prevention of discriminatory practices. Effective language programs also are needed. One of the guidelines in the HEW memorandum was directed at this problem. It asserted that "school districts must take steps to rectify the language deficiency" whenever language excludes children from effective participation.

Passage of Title VII of the Elementary and Secondary Education Act in 1968 was a distinct help. It authorized funding of bilingual education programs for children from low-income families who have limited English speaking ability. The basic goal is to enable children from a non-English speaking environment to progress through school at the same rate and level as children from an English speaking environment.

The ideal bilingual education program is conducted both in the mother tongue and English and includes instruction in all subjects. Since an important objective is the development of the child's self-esteem and cultural pride, study of history and culture associated with the mother tongue should become an integral part of the program.

There are few true bilingual programs, but most of them contain at least some parts of the ideal program.

Title VII appropriations have risen from \$21.5 million in Fiscal Year 1970 to \$25 million in 1971. The number of bilingual programs also has grown. During Fiscal Year 1971, 131 bilingual programs were funded, most of which were for Mexican American and Puerto Rican children.

Although many children have been reached, their number is a very small percentage of those who need bilingual education. The Commission on Civil Rights' Mexican American Education Study found that although nearly half of Mexican American first-graders do not speak English as well as their Anglo peers, only a minute percentage are in some type of bilingual education or English-as-a-second-language program.

Title VII appropriations are not meeting the needs. However, additional funds for bilingual education may be made available through a proposal now before Congress to earmark a portion of the \$1.5 billion Emergency School Aid funds for these programs.

In another case, *Perez v. School District*, Justice has intervened. Mexican American plaintiffs sought elementary school that they were Mexican American

These court progress, and compliance invest the HEW Office indicate a growing need for change. tangible progress tion has been gathered by HEW proportion of Ch nearly minority s ed slightly from 6 to 68 percent in 1 increase has o school districts.

## MIGRANT EDUC.

Because migrant from frequent place to place, it l to keep a record whereabouts and levels. To help c problems, the U Education has devorized program, *In Migrant Student System (MSRTS)*, v any school to rec information about migrant child within information profil on the family, incl of mobility. In ac provides informatio attendance history test scores, special ties, needs, and tea The data center beg the Arkansas Depart tion in July 1971. I become a national n



CONCLUSION

Desegregation, incorrect placement in Educable Mentally Retarded classes, discriminatory treatment based on language and cultural differences, and migrant education are issues bearing on equal educational opportunity for Mexican Americans and Puerto Ricans. These issues have sharpened during the last 18 months. Other educational issues are emerging. Lawsuits have been filed or are being prepared alleging that predominantly Mexican American districts receive less State aid per pupil than Anglo districts. Students have demanded better school facilities. Participants in *Teatros Campesinos* [theatrical groups composed of Chicano students] have depicted the discriminatory treatment of Chicanos by teachers in some classrooms. Future reports of the Commission's Mexican American Education Study and the Commission's Puerto Rican Project will present findings on these and other practices. To illustrate the impact of the school environment on student performance, relationships between student development and various school practices and conditions also will be examined.

Exceedingly high dropout rates, low achievement scores, inability to integrate into the larger society, and subsequent low participation in higher education all attest to the fact that education for Mexican Americans, Puerto Ricans, and others of Hispanic origin is decidedly deficient. Unless it can become, in every way, equal to the best educational opportunities offered in this country, it will diminish the potential of the individual and the total fabric of American life.

LEGAL ACTION

A number of suits have been filed to seek to end the practice of placing children in Educable Mentally Retarded classes based on language criteria. One suit, *Diana v. California State Board of Education*, was settled out of court after the State agreed to accept bilingual and bicultural testing standards and other changes in EMR placement procedures. The State also agreed to adopt a permanent system of retesting to define guidelines for transitional EMR programs and to gather statistics on EMR enrollment. The State must justify any unreasonable ratio of minority children in EMR classes. Another California suit, *Arreola v. Santa Ana School Unified District*, is in litigation.

A third suit, *Conarrubias v. San Diego Unified School District*, concerned incorrect assignment of Mexican American and black students to EMR classes. The plaintiffs have asked the school district to

DESEGREGATION

Information from HEW's Office for Civil Rights and the Mexican American Education Study of the Civil Rights Commission has described for the first time the extent to which Mexican American students in the Southwest are segregated both by district and by school. About 30 percent of all Chicano pupils attend school in predominantly (over 50 percent) Mexican American districts. The geographic concentration of the Mexican American population in certain areas of the Southwest partly explains this. Nevertheless many students are isolated in predominantly Chicano districts bordering on predominantly Anglo districts.

Approximately 45 percent of Mexican American pupils attend predominantly Chicano schools, and 20 percent are in schools 80-100 percent Chicano. Some of these youngsters live in heavily populated Chicano districts and automatically attend such schools. Many others are isolated in schools whose Mexican American composition is substantially greater than that of the district as a whole. Large city school districts account for a disproportionately high percentage of Chicanos in ethnically imbalanced schools.

Several recent court cases have dealt with this problem. One of special significance, *U.S. v. State of Texas*, involved segregation of Chicanos and Anglos in two neighboring districts in Del Rio, Texas. Isolation by district is a key desegregation issue in Texas. Nearly 60 percent of Chicano students are

pay \$10,000 minimum damages and \$10,000 punitive damages for each child incorrectly assigned to classes for the mentally retarded.

A similar suit was filed last winter against the Boston School System on behalf of both black and Puerto Rican students. Like the San Diego suit, it seeks damages for students incorrectly assigned to classes for the educable mentally retarded. Although the suit is still pending, pressure from Spanish speaking parents and community leaders has been so great that the Boston schools have stopped placing black and Puerto Rican students in EMR classes.

As a result of the various court cases, the California Legislature enacted a bill last May to regulate procedures for EMR placement. This provides for a modification of EMR placement procedures and requires parental approval. The bill also requires that all school districts provide specific guidelines concerning EMR classes, including the quality of educational instruction and qualifications of teachers in EMR programs.

concentrated in predominantly Mexican American districts. Most of the districts are located in 27 counties along or near the Mexican border. San Felipe, with an enrollment 95 percent Chicano, is located in this area. It borders on Del Rio School District, in which half of the students are Anglo.

Since 1956, school children from an Air Force base in San Felipe, most of whom are Anglo, have been bused to schools in Del Rio. Among the several rulings handed down in *U.S. v. State of Texas* was one forbidding the Texas Education Agency from approving interdistrict transfers that would "reduce or impede desegregation" on the grounds of national origin as well as race. After Del Rio school district was informed that transfer of base children must be discontinued, it filed a motion to intervene in the case. The motion requested the court to allow the transfers to continue for one more year or to order immediate consolidation of the two districts. The court ordered the districts to consolidate.

Numerous other suits have involved school desegregation for Mexican Americans within individual districts. *Crawford v. Board of Education of the City of Los Angeles* is one of the more notable.

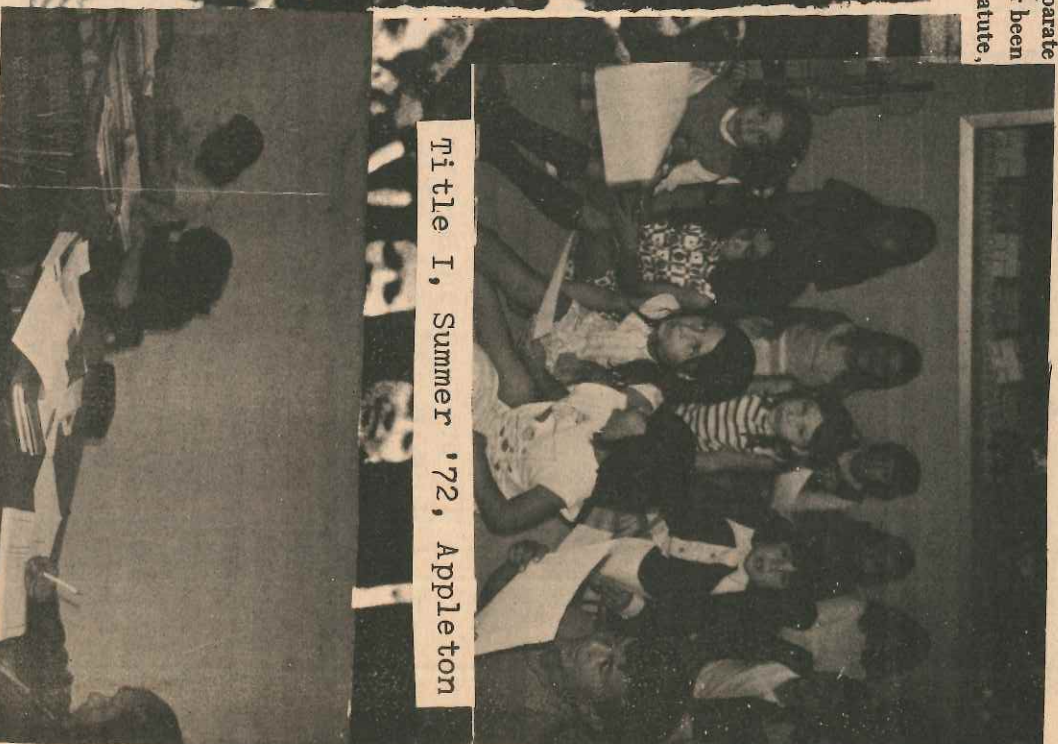
California is the only southwestern State that has taken regulatory action to eliminate ethnic imbalance. Furthermore, Los Angeles City School District, the largest in the Southwest, contains about 20 percent of California's Chicano students and 45 percent of those attending imbalanced schools.

While maintenance of separate schools for Chicanos has never been sanctioned by any State Statute,

Judge Alfred Gitelson of the Superior Court of Los Angeles County ruled that the district had practiced *de jure* segregation. School boards are agents of the State and their decisions constitute State action, he argued. He found that the Los Angeles school board knowingly built schools and established attendance zones to create and perpetuate separation of Chicanos and blacks from Anglos.\*

In another important case, *Cineros v. Corpus Christi Independent School District*, a decision was handed down by a Southern district court judge that Mexican Americans are an identifiable ethnic minority, have been subject to discrimination, and are therefore entitled to the protections of the 1954 *Brown* decision. The opinion also stated that school board practices regarding attendance boundaries and school construction were calculated to maintain and promote segregation and the district was operating a *de jure* school system.

The Fifth Circuit Court chose to ignore the *Cineros* decision when, in *Ross v. Eckels*, it ordered the pairing of 27 Chicano and black schools in Houston. The court stated that the United States includes Spanish Surnamed Americans\*\* in white enumeration figures, yet cited HEW statistics listing this group separately from whites and other minorities. HEW data for Houston show that the proportion of Mexican Americans in predominantly minority schools increased from about 65 percent to more than 70 percent between 1968 and 1970.



AND PERCENTAGE OF SPANISH SPEAKING AMERICANS ATTENDING SCHOOL AT INCREASING LEVELS OF ISOLATION  
FALL 1968 AND FALL 1970 ELEMENTARY AND SECONDARY SCHOOL SURVEY  
For the Five Southwestern States -- Arizona, California, Colorado, New Mexico, & Texas

Spanish American Students	0-49.9%		50-100%		80-100%		90-100%		95-100%		99-100%		100%	
	Number	PCT	Number	PCT	Number	PCT	Number	PCT	Number	PCT	Number	PCT	Number	PCT
30	1,397,586	17.3	340,943	45.9	756,643	54.1	414,689	29.7	292,737	20.9	215,688	15.4	77,292	5.5
63	1,545,068	18.3	701,112	45.4	843,956	54.6*	467,903	30.3*	307,208	19.9	223,102	14.4	57,751	3.7



WISCONSIN

WISCONSIN STATISTICAL REPORTING SERVICE

Box 5160, Madison, Wisconsin 53705

U. S. Dept. of Agriculture  
Statistical Reporting Service

Wis. Dept. of Agriculture  
Division of Information



CASH RECEIPTS FROM FARM MARKETING, WISCONSIN COMMODITIES

1967-71

Commodity

1971/1

1970

1969

1968

1967

FOOD PROCESSING AND AGRICULTURE

1,000 Dollars

Vegetable crops. . . . .	-	89,706	87,383	88,074	84,283
Potatoes . . . . .	-	29,220	28,959	23,011	26,011
Peas, green. . . . .	-	15,136	13,967	15,739	16,560
Corn, sweet. . . . .	-	12,883	12,214	14,962	11,285
Beans, snap. . . . .	-	8,122	8,351	7,517	7,430
Onions . . . . .	-	938	1,138	2,036	1,511
Cabbage. . . . .	-	2,832	2,953	2,718	3,280
Lettuce. . . . .	-	2,392	1,539	1,969	2,437
Cucumbers. . . . .	-	5,929	4,468	6,161	3,743
Beans, lima. . . . .	-	1,024	1,310	1,453	1,318
Beets. . . . .	-	1,301	1,474	2,079	1,213
Carrots. . . . .	-	2,150	2,685	2,244	2,340
Mint . . . . .	-	1,994	2,097	2,087	1,952
Other vegetable crops. . .	-	5,785	6,128	6,102	5,123

The numbers above do not tell us much about migrant contribution to the economy of Wisconsin. We are undertaking a study that will reflect the migrant labor force as a vital element of this production. Look at the millions of dollars of production; Wisconsin ranks second only to California in many aspects; 70.2% of the labor force are hard working people from Texas. Wisconsin has a debt to pay to this workers and serious mistakes to correct such as the rejection, frustration, and misery of these noble workers.

VEGETABLES FOR PROCESSING: 1971 ANNUAL SUMMARY

Harvested acreage of the principal canning crops in Wisconsin was 316,160 acres in 1971. This was only 2% above the 308,580 acres in 1970 and 1% over the 311,870 acres in 1969. Production from the nine principal processed vegetable crops in the State totaled 1,002,850 tons, 14% above the 881,300 tons in 1970 and 19% above the 845,100 tons in 1969. The combined value of these crops was \$46,612,000. This was 7% above the \$43,390,000 of 1970 and 14% over the \$40,735,000 of 1969. Harvested acreage in the State was again the largest in the Nation and accounted for 19.2% of the total in the United States. This is up from the 19.1% in 1970 and 18.2% in 1969. Wisconsin ranked 2nd in production and value of processed vegetables in the Nation. Wisconsin led all other states in harvested acreage of green peas, sweet corn, snap beans, beets, and cabbage for sauerkraut.



WISCONSIN'S RANK IN THE NATION'S AGRICULTURE: CROPS

Commodity	Rank among states	Production	% of U.S.
Corn for grain . . . . .	8	203,603,000 Bu.	3.7
Corn for silage. . . . .	1	11,464,000Tons	10.5
Oats . . . . .	4	93,635,000 Bu.	10.7
All hay. . . . .	1	10,950,000Tons	8.4
Cherries, tart. . . . .	3	8,350Tons	6.0
Cranberries. . . . .	2	700,000Bbl.	31.7
Maple Syrup. . . . .	6	56,000Gal.	5.8
Cabbage, early fall. . . .	2	2,004,000Cwt.5/	21.9
Carrots, early fall. . . .	2	1,190,000Cwt.	18.3
Sweet Corn for processing. .	1	538,800Tons	26.3
Green peas for processing. .	1	146,350Tons6/	28.1
Beans, lima for processing. .	3	6,650Tons6/	8.2
Beans, snap for processing. .	1	129,750Tons	21.8
Beets for canning. . . . .	2	67,650Tons	35.7
Cabbage for sauerkraut . . .	2	69.050Tons	29.4
Cucumbers for pickles. . . .	5	41,350Tons	7.3

ADELANTE KMAI



# chicano—History and

ETHNIC AND MINORITY

STUDIES

The Board of Regents of the Wisconsin State Universities System has created an Ethnic and Minority Studies Center at WSU-Stevens Point.

One of the obligations of the Center will be to develop bibliographies, syllabi, booklists, etc. to be used in newly established courses in Ethnic and Minority Studies in the University System.

It is hoped that very soon a Ethnic and Minority Studies Newsletter will be started.

Directing the Center is Mr. Norman Lederer who last year also served as director of the Center when it had its location at WSU-Platteville

## Culture a Must

S 17755

may very well be considerable merit in remaining somewhat nonengaged with a majority culture plagued with war, economic depression, crime and racism.

In July, as you all know, the Board of Regents of the Wisconsin State Universities system made known its commitment to the creation of a state-wide coordinated effort to further understanding of ethnic pluralism in the state of Wisconsin. The Regents resolution created an ethnic and minority center at WSU-Platteville having the purpose of establishing a pilot program which could be adapted in whole or part or adapted to fit local program needs, in the State University system. I am exceedingly fortunate in being associated with this new, exciting program.

The ethnic and minority studies center will be involved in the development and coordination of curricula of an ethnic minority nature on the various state campuses. It will act as a clearinghouse for statewide information concerning ethnic and minority studies and groups and as a catalyst for action in bringing into being new programs and new approaches in order to define and analyze America's and Wisconsin's ethnic and minority heritage. A statewide communications network will be established involving those on the various campuses concerned with ethnic and minority studies in which regular mailing and a newssetter will be used in an attempt to tie together the disparate strands dealing with cultural pluralism. There will be every effort made to involve members of ethnic and minority groups in the planning and implementation of this program. Students of an ethnic or minority background will, it is hoped, be trained as analysts of their group background, bringing to bear their special insights into their own cultural milieu.

This program is not, however, one designed "for" various ethnic and minority groups. It is not an attempt to segregate academically any students on the WSU campuses by providing courses which someone or another thinks those students want. The ethnic and minority studies center is concerned with all of the students in the WSU system in seeking to make available to them a wide variety of courses and approaches which will explain to them the positive contributions of American pluralism and the special uniqueness of ethnic groups on the American landscape.

In conclusion, it should be further stressed that this center is not a reaction to anything or anyone. It is the result of the dawning of the realization that America's strength and character is based to a considerable extent on the special contributions—the blood, sweat and tears, if you will—of millions of non-white, non-Anglo-Saxon, non-Protestant peoples in the American past and present. Their past and continued contributions must be recognized and understood by the Wisconsin State Universities system if it is to be truly a "People's University." This emphasis is not only an obligation, it is a privilege. It is a way of attempting to open channels of communication and understanding in a society ridden by alienation and polarization. It may very well be, gentlemen, part of the solution to the immense problem of whether or not this country will endure.

at

### ETHNIC AND MINORITY STUDIES IN WISCONSIN

Mr. PROXMIER. Mr. President, this past July, the Wisconsin State universities system established an Ethnic and Minority Studies Center headed by Prof. Norman Lederer. This center is one of the few in the United States which is devoted to a furthering of an awareness of the historical and cultural contributions of all ethnic and minority groups in Wisconsin and the Nation. Its purpose is to instill an understanding and pride in the many groups which have helped to form our country.

In a speech delivered to the WSU System Council of Academic Vice Presidents on October 4, Professor Lederer told of the origins and hopes of the center. It began, not as a reaction to the demands of any group, but out of a desire by the university system to allow people to become more aware of various cultural heritages. It is being designed to reach all students in the WSU system, not just the members of any particular group.

Mr. President, I ask unanimous consent that Professor Lederer's speech be printed in the Record.

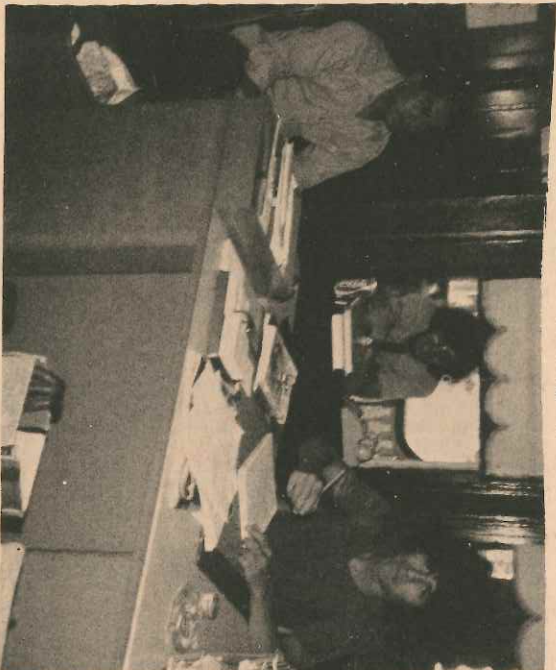
There being no objection, the speech was ordered to be printed in the Record, as follows:

SPEECH DELIVERED BY NORMAN LEDERER

Gentlemen: The melting pot has not melted. Despite the assertions of generations of publicists and spokesmen for America's dominant white Anglo-Saxon Protestant culture, the United States has been and will continue to be a pluralistic society in which ethnic and minority peoples differ in their life styles from those of middle class America. As a matter of fact, the last ten years has seen what can be called an "ethnic renaissance." Following the thrust of the Blacks to assert their self-identity and culture, the Indians, Mexican-Americans, Puerto Ricans and those of immigrant stock have brought their cultural uniqueness and their accomplishments to the fore. There is pride in being Black, but there is also pride in being Chicano, Indian, Puerto Rican, Polish, German, and Chinese-American. Ethnic and minority groups are realizing that there is virtue in being "different" and that there

U W C a m p u s e s

CHICANOS UNIDOS, UW-O



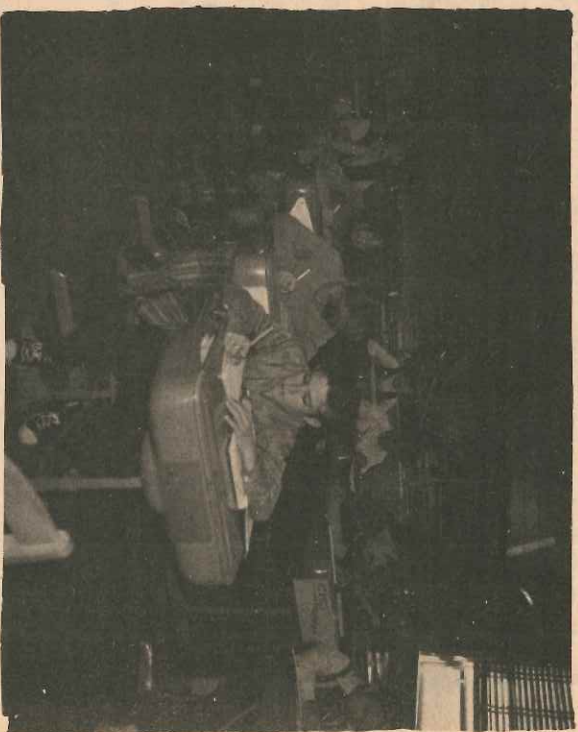
Carlos Mireles, UW-O



"CHICANOS UNIDOS" comentario... páginas 5.

Wautoma: las escuelas de Wautoma no tienen lugar para los niños de las familias que vinieron a trabajar. El programa no les costaría ningún centavo, pero como quiera, el Board dijo que eso no era problema de ellos y la escuela estuvo cerrada durante todo el verano, mientras nuestros niños eran transportados a 40 millas del pueblo todos los días.

Shiocton: en el otoño de 1972, el distrito escolar de Shiocton dijo que no le hacia falta ninguna ayuda porque las cosas estaban muy bien. 43 chiquillos migrantes acuden a la escuela elemental del pueblo. Todos estan registrados y vienen a la escuela y todo esta muy bien, dicen las autoridades escolares. Y mientras tanto nuestros niños siguen perdiendo seis horas diarias de clase en una escuela donde no hay nada para ellos, más que discriminación y olvido.



APPLETON

Appleton: las autoridades escolares de Appleton, este año por primera vez, están haciendo un esfuerzo para que los niños migrantes se sientan bienvenidos. Tres maestros de la escuela de verano, organizados por la Razalinc, continuarán con ellos para ayudarles en sus tareas y trabajos. Los maestros y los niños de la escuela Lincoln se sienten orgullosos de tener entre ellos a amigos de Brownsville que saben hablar español.

# #



# against the inconsequence



...No digas nada. Te he engañado ignominiosamente y lo único que queda es terminar con todo.

ARGUYE DE INCONSECUENCIA EL GUSTO  
Y LA CENSURA DE LOS HOMBRÉS, QUE  
EN LAS MUJERES ACUSAN LO QUE CAUSAN

AGAINST THE INCONSEQUENCE OF MEN'S  
DESIRES AND THEIR CENSURE OF WOMEN  
FOR FAULTS WHICH THEY THEMSELVES  
HAVE CAUSES

Hombres necios que acusais  
a la mujer sin razón,  
sin ver que sois la ocasión  
de lo mismo que culpais:

Ah stupid men, unreasonable  
In blaming woman's nature,  
Oblivious that your acts incite  
The very faults you censure.

si con ansia sin igual  
solicitais su desdén,  
por qué quereis que obren bien  
si les incitais al mal?

If, of unparalleled desire,  
At her disdain you batter  
With provocations of the flesh,  
What should her virtue matter?

¿Que humor puede ser mas raro  
que el que, faltar de consejo,  
el mismo empaña el espejo  
y siente que no este claro?

What sight more comic than the man,  
All decent counsel loathing,  
Who breathes upon a mirror's face  
Then mourns: "I can see nothing."

Con el favor y el desdén  
teneis condicion igual,  
quejandoos, si os tratan mal,  
burlandoos, si os quieren bien.

Whether rejeeted or indulged,  
You all have the same pattern:  
Complaining in the former case,  
But mocking in the latter.

Opinion, ninguna gana;  
pues la que mas se recata,  
si no os admite, es ingrata,  
y si os admite, es liviana.

No woman your esteem can earn,  
Though cautious and mistrustful;  
You call her cruel, if denied,  
And if accepted, lustful.

Siempre tan necios andais  
que con desigual nivel,  
a una culpais por cruel  
y a otra por facil culpais.

Inconsequent and variable  
Your reason must be reckoned;  
You charge the first girl with disdain;  
With lickerishness, the second.

Dan vuestras amantes penas,  
a sus libertades alas,  
y despues de hacerlas malas  
las quereis hallar muy buenas.

Let loved ones cage their liberties  
Like any captive bird; you  
Will violate them none the less,  
Apostrophising virtue.

Cual mayor culpa ha tenido,  
en una pasion errada;  
la que cae de rogada,  
o el que ruega de caido?

Which has the greater sin when burned  
By the same lawless fever;  
She who is amorously deceived,  
Or he, the sly deceiver?

O cual es más de culpar,  
aunque cualquiera mal haga;  
la que peca por la paga,  
o el que paga por pecar?

Or which deserves the sterner blame,  
Though each will be a sinner:  
She who becomes a whore for pay,  
Or he who pays to win her?

Pues para que os espantais  
de la culpa que teneis?  
Queredlas cual las haceis  
o hacedlas cual las buzcáis.

Are you astounded at your faults,  
Which could not well be direr?  
Then love what you have made her be,  
Or make as you desire her.

Dejad de solicitar,  
y después, con mas razon,  
acusareis la aficion  
de la que os fuere a rogar.

I warn you: trouble her no more,  
But earn the right to visit  
Your righteous wrath on any jade  
Who might your lust solicit.

Bien con muchas armas fundo  
que lidia vuestra arrogancia,  
pues en promesa e instancia  
juntais diablo, carne y mundo.

This arrogance of men in truth  
Comes armoured with all evil--  
Sworn promise, plea of urgency--  
O world, O flesh, O devil!

(trans. Robert Graves)

The outstanding poet in Mexico during its three centuries  
of existence as a colony of Spain was a woman, the nun Sor Juana  
Ines de la Cruz. The verses above, written during the late 17th  
century, are redondillas aiming critical barba at the paradoxes of  
male arrogance toward women. A Chicana of today may find many of  
her concerns articulated here.



Se estan presentando nuevas leyes en diferentes estados, que se aprovadas obligarian a los trabajadores del campo a continuar en la miseria. Una ley en el estado de Arizona prohibe todas las actividades de union durante el tiempo de la pisca o temporada de trabajo. Así mismo declara ilegal toda manifestación publica o boycott de productos.

Nosotros nos unimos a Cesar Chavez y a los trabajadores del campo en la lucha por la dignidad y la justicia y declaramos nuestro soporte del boycott y nos comprometemos:

1. A no comprar lechuga.
2. A envolver a nuestros amigos y hermanos en la campaña del boycott.
3. A no dejar en paz a las tiendas que no quisieran escuchar nuestro grito.

MONTANA State AFL-CIO,  
Executive Board:

"... WHEREAS, backed by the powerful American Farm Bureau, repressive state laws have been passed or are being sought to destroy the ability of the UFW to effectively represent farmworkers,

RESOLVED, that we urge all our members and friends to refrain from buying "Iceberg" (head) lettuce which does not have the Black Eagle UFW label imprinted on the sack in which the lettuce is offered for sale."

PENNSYLVANIA Governor Milton J. Shapp:

"... I hereby direct that all State Departments, Boards, Commissions and Agencies cease purchasing Iceberg Lettuce, and in its place purchase Endive, Chicory, Escarole, Romaine, Bibb, Boston or Leaf Lettuce."

WASHINGTON, D.C. :

The United States National Student Association passed a resolution calling for nation-wide organizing for the United Farm Workers Lettuce Boycott as "a legitimate tactic to bring justice to the lettuce workers."

OHIO Governor John J. Gilligan:

"... I think we can say very explicitly and very candidly that the struggle of Cesar Chavez and his people is our struggle. We participate in it totally. Their effort is our effort and we share fully with them in everything they hope to achieve.

Beginning now, we're not going to buy anymore lettuce. We'll buy dib lettuce. We're not going to buy anymore Iceberg lettuce.

The lettuce strike and boycott (began Aug. 1970) has survived a court injunction to outlaw the strike and boycott, and Dept. of Defense attempts to break the boycott by increasing their purchase of non-union Bud Antle lettuce 600%. 30% of the lettuce is now union and other growers are negotiating. If the negotiations don't produce contracts the boycott will resume.

## BOYCOTT LETTUCE



## CESAR CHAVEZ

STATE OF WISCONSIN  
OFFICE OF THE GOVERNOR  
MADISON, WISCONSIN 53702



PATRICK J. LUCHEY  
GOVERNOR

I would like to reaffirm my whole-hearted support for the United Farm Worker's Iceberg Lettuce Boycott, and to urge other citizens of Wisconsin to join me in supporting this worthy cause.

Sincerely,

*Patrick J. Luchey*  
PATRICK J. LUCHEY  
Governor

October 4, 1972

## SU APOYO ES DIGNIDAD Y JUSTICIA



I Support Your Non-Violent Efforts To  
Bring Justice To Migrant Farm Workers.

I pledge not to eat lettuce. Unless it bears the  
United Farm Workers' Black Eagle label.

I pledge to tell all my friends about the Lettuce  
Boycott.

I pledge to raise the issue of the Lettuce Boycott  
wherever I see lettuce.

Please Send Pledge. Donation appreciated.

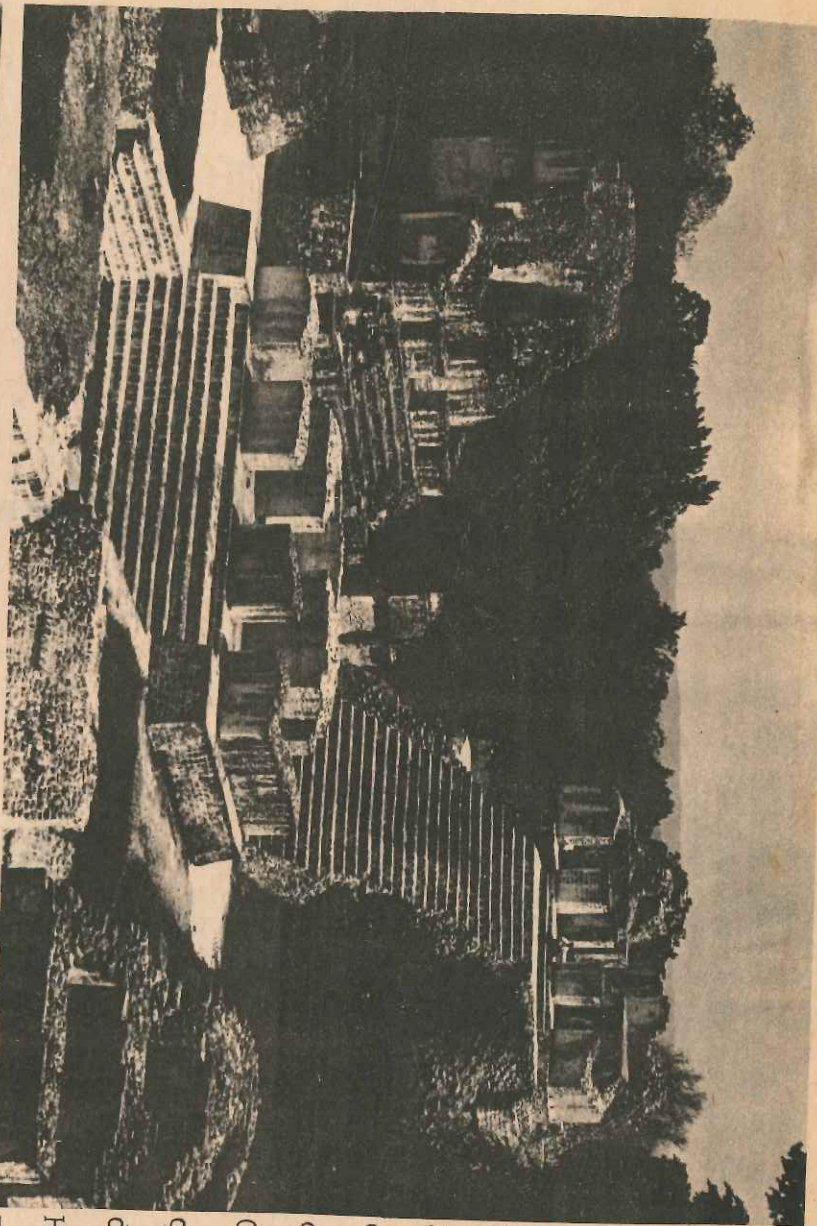
La Raza, Inc. for  
Amigos de Los Campesinos  
1919 South Behn Court  
Appleton, Wis. 54911  
(PHONE: 739-9704)

NAME \_\_\_\_\_  
ADDRESS \_\_\_\_\_  
CITY \_\_\_\_\_ STATE \_\_\_\_\_  
PHONE \_\_\_\_\_ ZIP \_\_\_\_\_

Support US  
With  
Your  
Pledge



CHICANOS



Polverientas llanuras,  
explosión de montañas  
ciudad en cenegal;  
malignas y venenosas moscas--  
algas verduzcas que flotan  
en charcos de sacrificios y  
oscuras sombras.  
Cuadrantes de piedra granita  
que reposan en las cumbres  
de pirámides que adoran el sol.  
Hijos de Incas orgullosos.

Imperturbables Aztecas--

Esta es una mitad de nuestro mud  
El Otro--

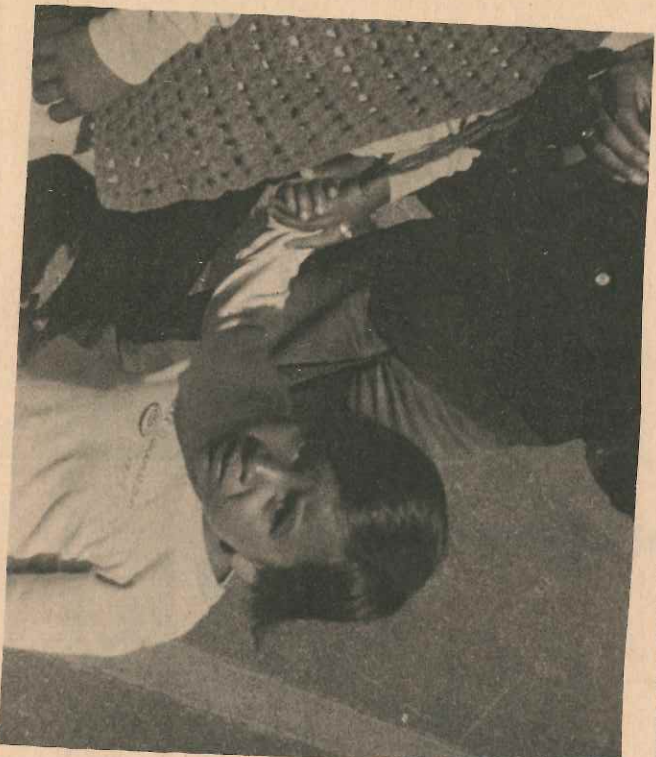
inmensas labores por el sol tostada  
espaldas encorvadas;

sembrando siempre y segando  
lo que jamás será nuestro.

Somos los Simnobre. Entre  
dos mundos.

Sin sitio.

*El Nuevo  
Poble Justo  
Y ALIENANTE  
ENRAIZADO ESTÁ  
ARRANCEN  
de un Pasado  
Glorioso*



CHICANOS

Dust of great plains, mountains' explosions,  
Metropolis built on swampland;  
Monte Alban's golden flies -- veined algae  
floating in murky sacrificial pools,  
Ruby-naveled blocks of stone lying atop  
Pyramids that worship the Sun,  
Children of proud Incas, arrogant  
Steel-coated Spaniards, stolid Indians --  
This is one part of our world.

Hut and endless fields the other,  
Bent backs  
FOREVER sowing, reaping  
What is not ours,

We are the Nameless Ones. Between  
Two worlds  
We find place in neither.

... LISA PROCTOR

INDELANTE NADA!



*The Coming of Quetzalcoatl (detalle) por José Clemente Orozco, 1932, Dartmouth College*

Lisa Proctor,  
legend of La Raza  
extolls the  
beauties of the  
Chicano and  
Aztec cultures.

